



**Office of Postsecondary Coordination and Alignment  
Division of Career and Technical Education  
Proposed Strategic Plan 2012-15**

**Vision Statement:**

To advance transitions in education through secondary and postsecondary collaborations

**Mission Statement:**

To provide Tennessee high school students access to early postsecondary opportunities and to educate students and families about choosing and completing relevant career pathways

**Statement of Purpose:**

The Division of Career and Technical Education established the Office of Postsecondary Coordination and Alignment, which is designed to **expand and promote early postsecondary credit opportunities** for high school students. These opportunities are reflected through Dual Credit, Dual Enrollment, Advanced Placement, International Baccalaureate, College Level Examination Program, and other relevant course offerings and initiatives in general education and career and technical education content areas. The office is also responsible for collecting and disseminating information related to postsecondary opportunities to students, parents, and educators.

In 2012, The General Assembly amended T.C.A. § 49-15 to create the Consortium for Cooperative Innovative Education under Public Chapter 967. It also directed the Office of Postsecondary Coordination and Alignment (OPCA) in the Division of Career and Technical Education to develop, expand, and promote early postsecondary opportunities (EPSOs) for high school students in the state of Tennessee. OPCA is also charged with collecting and disseminating information related to EPSOs to Tennessee's students, parents, and educators (secondary and postsecondary).

Early postsecondary opportunities are defined as initiatives that allow high school students to earn postsecondary credits, which are accepted by Tennessee's public higher education institutions. Specifically, early postsecondary opportunities are offered through (a) Dual Credit, (b) Dual Enrollment, (c) Advanced Placement (AP), (d) International Baccalaureate (IB), (e) the College Level Examination Program (CLEP), and (f) other relevant course offerings and initiatives in both general education and career and technical education content areas.

In the state of Tennessee, there are two public higher education systems with the Tennessee Higher Education Commission serving as a coordinating body. The University of Tennessee system is composed



of three major universities, and the Tennessee Board of Regents system is composed of six state universities, 13 community colleges, and 27 technology centers. Representatives from these higher education agencies collaborate with the State Board of Education, and the Department of Education to develop and promote early postsecondary opportunities.

Public Chapter 967 was driven, in part, by research indicating that students who participate in postsecondary coursework during high school are more likely to enroll and complete a postsecondary credential and/or degree. The legislation specifically defines dual credit as a high school course aligned to a postsecondary course that is taught at the high school by high school faculty for high school credit. Students are able to receive postsecondary credit by successfully completing the course and passing an assessment developed and/or recognized by the granting postsecondary institution. Credits earned through these statewide dual credit assessments are accepted by all public postsecondary institutions in Tennessee.

**Belief Statements:**

- All students should have the opportunity to earn postsecondary credits while in high school
- Early postsecondary offerings must be relevant and rigorous
- School and district administrators, students and parents, must have access to comprehensive accurate information outlining early postsecondary opportunities aligned with secondary and postsecondary programs of study
- Secondary students can successfully participate in and complete postsecondary curricula and those who do should be allowed to demonstrate mastery for college credit
- Successful transitions from secondary to postsecondary require collaboration between local education agencies, higher education, state agencies, and non-government entities

**Overview of Core Priorities:**

- Expand Early Postsecondary Opportunities
- Enhance Rigor and Relevance of Early Postsecondary Courses
- Increase Communication Regarding Early Postsecondary Opportunities
- Encourage the Development of Early Postsecondary Remedial Courses
- Ensure continuous improvement of Early Postsecondary Opportunities

### **Core Priority 1: Expand Early Postsecondary Opportunities**

While in high school, students should have multiple opportunities to earn postsecondary credits. Increasing access to postsecondary course offerings and creating awareness of new and existing opportunities, which allow students to earn college credit, are fundamental to providing high school students with multiple avenues to begin coursework that leads to postsecondary pathways and degrees. Strategies:

1. Increase student access to early postsecondary opportunities with the annual development of at least four statewide dual credit assessments accepted statewide for college credit at all public higher education institutions.
2. Eliminate logistical barriers (e.g., financial, geographic, or administrative) that prevent students and/or high schools from participating in early postsecondary opportunities.
3. Update or develop articulation agreements between secondary systems and the technology centers offering identical or similar programs.
4. Identify best practices within the state and promote appropriate programs to expand the number of students who participate in EPSOs.
5. Collaborate with the National Alliance for Concurrent Enrollment Partnerships (NACEP) and other national organizations relevant to early postsecondary programs to identify and implement best practices.

### **Core Priority 2: Enhance Rigor and Relevance of Early Postsecondary Courses**

Early postsecondary offerings must be rigorous and must lead to relevant postsecondary career pathways within Tennessee.

Strategies:

1. Oversee the alignment of secondary and postsecondary curricula and develop and promote a cross-walk of early postsecondary courses and corresponding pathways.
2. Promote communication and collaboration between postsecondary and secondary faculty to facilitate institutional partnerships that will assist students transitioning between educational systems.
3. Communicate with general education and career and technical education educators to identify strengths and challenges of early postsecondary courses.
4. Evaluate student success in early postsecondary courses and in subsequent postsecondary courses to ensure alignment of content and rigor.
5. Collaborate with units within the division of career and technical education and with CTE directors to align EPSOs with the demand of business and industry.

**Core Priority 3: Increase Communication Regarding Early Postsecondary Opportunities**

Students, parents, and educators must have access to comprehensive, accurate information outlining early postsecondary opportunities aligned with secondary and postsecondary pathways of study. In addition, collaboration with local education agencies, higher education, state agencies, and non-government organizations is necessary for students to successfully transition from secondary to postsecondary.

**Strategies:**

1. Through a variety of media, market and promote relevant career pathway information regarding early postsecondary opportunities to middle and high school students, their families, and educators.
2. Provide resources to counselors and other secondary school administrators for engaging students and families in postsecondary planning, preparation, and participation.
3. Establish and maintain partnerships between secondary and postsecondary constituents, which result in positive outcomes for students participating in early postsecondary initiatives.
4. Develop awareness of EPSOs among postsecondary administrations by meeting with admissions officers, chief academic officers, and/or dual enrollment program administrators and encourage expansion of early postsecondary offerings.

**Core Priority 4: Encourage the Development of Early Postsecondary Remedial Courses**

Pursuant to T.C.A. § 49-15-101, cooperative innovative high schools should reduce the number of students needing remedial education. Engaging high school students who are not college ready through early remediation addresses this legislative directive and facilitates the opportunity for students to pursue credit bearing postsecondary career pathways immediately after high school graduation.

**Strategies:**

1. Coordinate efforts between secondary and postsecondary institutions to develop and promote “bridge” courses that enhance secondary curriculum with college-level learning support curriculum and provide resources for high school students who are not college-ready.
2. In partnership with postsecondary institutions, explore restrictive prerequisite requirements and policies related to EPSOs and admissions. Seek EPSOs, which will allow students in need of remediation in one subject area to enroll in subjects in which they have demonstrated proficiency.

**Core Priority 5: Ensure Continuous Improvement of Early Postsecondary Opportunities**

Continuous evaluation of EPSOs and the tracking of students who participate in those programs will guide decisions for revisions and improvement.

**Strategies:**

1. Establish a student tracking system, in partnership with the Tennessee Higher Education Commission, to collect information about student participation in EPSOs and the sequential attainment of employment.
2. Collaborate with the Department of Education Office of Research and Policy and with the Tennessee Higher Education Commission to review student participation, progress, and outcomes in secondary and postsecondary education.
3. Report student outcomes to appropriate stakeholders in order to revise EPSOs for improvement and to expand early postsecondary opportunities.

**Benchmark Dates:**

- July 2012
  - Public Chapter 967 amended T.C.A. § 49-15
- September 2012
  - Cooperative Innovative Education Consortium convened and approved development of four dual credit courses to pilot in the fall of 2013
- October 2012
  - Office of Postsecondary Coordination and Alignment staffed
- November 2012
  - First dual credit faculty work group convened and began development of four dual credit courses: College Algebra, Introduction to Agribusiness, Introduction to Agriculture Leadership, and Introduction to Ornamental Horticulture
- January 2013
  - Consortium approved development of dual credit courses for 2014-15: Art Appreciation, Health Information Technology, Introduction to Criminal Justice, Introduction to Sociology, Pre-Calculus, and World History
- February 2013
  - Annual Report on the Status of PC 967 to Senate/House

- April 2013
  - First dual credit assessments complete for 2013-14 pilots
  - Faculty work groups begin development of 2014-15 dual credit assessments
- July 2013
  - Professional development begins for dual credit teachers
- August 2013
  - Dual credit pilot courses to be piloted
  - Early postsecondary opportunity resources to be posted online
- September 2013
  - Consortium approval to be requested for 2015-16 dual credit courses
- October 2013
  - Dual credit assessment administration platform to be established
- November 2013
  - Identify and embed early postsecondary opportunities for revised programs of study
  - Early postsecondary credit data repository to be established
- December 2013
  - Complete review of each CTE program of student for appropriate early postsecondary opportunities
  - Early postsecondary opportunity communication plan implemented
- February 2014
  - Annual Report on PC 967 to Senate/House
  - Dual credit assessments to be complete for 2014-15 pilots
- April 2014
  - Dual enrollment funding gap initiative in progress
- June 2014
  - Articulation agreements with Tennessee Colleges of Applied Technology (TCAT) to be revised
- July 2014
  - Evaluation of 2013-14 dual credit pilots
- August 2014
  - 2014-15 dual credit courses to be piloted
- September 2014
  - Consortium to approve development of dual credit courses for fall of 2016
- February 2015
  - Annual Report on PC 967 to Senate/House
  - Dual credit assessments to be complete for 2015-16 pilots

- March 2015
  - Dual enrollment registration process standardized
  - Advanced Placement (AP) opportunities expanded
- May 2015
  - Review postsecondary general education courses for alignment to secondary
- July 2015
  - Annual evaluation of dual credit courses
- August 2015
  - 2015-16 dual credit courses to be piloted

**Sustainability:**

The Office of Postsecondary Coordination and Alignment depends on communication and cooperation between secondary and postsecondary education entities. Key partners for sustainability include: Tennessee Board of Regents (TBR), Tennessee Department of Education (TDOE), Tennessee Higher Education Commission (THEC), Tennessee State Board of Education (SBE), Local Education Agencies (LEA - school districts), and University of Tennessee (UT) System partners. The Office of Postsecondary Coordination and Alignment will provide leadership and assistance to engage all parties in the expansion of early postsecondary opportunities for Tennessee students.

## **Appendix A**

### **Definitions**

**Advanced Placement (AP)** The College Board's Advanced Placement courses are college-level classes in a wide variety of subjects that students can take while still in high school. They offer challenging course work and an opportunity to experience what college classes are like. The Tennessee Board of Regents has established standard cut scores for students attending TBR institutions to receive college credit for AP courses.

**College-Level Examination Program (CLEP)** CLEP exams test mastery of college-level material acquired in a variety of ways — through general academic instructions, significant independent study or extracurricular work. Developed by the College Board, the College-Level Examination Program has been the most widely trusted credit-by-examination program for over 40 years, accepted by 2,900 colleges and universities and administered in over 1,700 test centers.

**Cooperative Innovative Education Consortium** In 2012, The Tennessee General Assembly created the Consortium for Cooperative Innovative Education. This body is comprised of the Chancellor of the Tennessee Board of Regents, the President of the University of Tennessee system, the executive director of the Tennessee Higher Education Commission, the executive director of the State Board of Education, and the Commissioner of Education. The consortium oversees cooperative innovative high school programs and evaluates the success of students in those programs. Specific duties include: review existing dual credit courses; develop and implement statewide dual credit courses; pilot a statewide dual credit program during the 2013-14 school year that will be accepted by all public postsecondary institutions in Tennessee; develop a strategic plan in conjunction with the office of postsecondary coordination and alignment; develop a process for the development of statewide dual credit challenge examinations; and expand various other early postsecondary opportunities.

**Dual Credit (DC)** Dual credit is a high school course aligned to a postsecondary course that is taught at the high school by high school faculty for high school credit. Students are able to receive postsecondary credit by successfully completing the course, plus passing an assessment developed and/or recognized by the granting postsecondary institution.

**Dual Enrollment (DE)** Dual Enrollment is a postsecondary course, taught either at the postsecondary institution or at the high school, by the postsecondary faculty (may be credentialed adjunct faculty), which, upon successful completion of the course, allows students to earn postsecondary and secondary credit simultaneously. The student must meet dual enrollment eligibility under the Tennessee Board of Regents and University of Tennessee policies.

**Early Postsecondary Opportunities (EPSOs)** Early postsecondary opportunities are ways that high school students may earn college credit while enrolled in high school. Dual Credit, Dual Enrollment, Advanced Placement, International Baccalaureate, College-Level Examination Program, and other relevant course offerings and initiatives in academic and CTE content areas are considered to be EPSOs.





**International Baccalaureate (IB)** The IB Diploma Program (DP) is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.

**Office of Postsecondary Coordination and Alignment** The Division of Career and Technical Education (CTE) established the Office of Postsecondary Coordination and Alignment, which is designed to expand and promote early postsecondary credit opportunities for high school students through dual credit, dual enrollment, Advanced Placement, International Baccalaureate, CLEP, and other relevant academic and CTE course offerings and initiatives. This office is responsible for collaborating with secondary, postsecondary, and industry partners to implement the vision, policies, and recommendations established by the Consortium of Cooperative Innovative Education.

**Public Chapter 967 (P.C. 967)** Public Chapter 967, effective July 1, 2012, established the Consortium of Cooperative Innovative Education, which is charged with increasing and expanding opportunities for high school students. This legislation specifically calls for the development and pilot implementation of dual credit assessments that are recognized and accepted for credit by postsecondary institutions statewide.

**Tennessee Board of Regents (TBR)** The Tennessee Board of Regents (TBR) system consists of 46 institutions with a combined annual enrollment of over 200,000 students, making it among the nation's largest systems of public higher education. TBR's six state universities, 13 community colleges, and 27 technology centers offer classes in 90 of Tennessee's 95 counties. The mission of the Tennessee Board of Regents system is to educate more Tennesseans in order to provide Tennessee with the workforce it needs for sound economic development. Technology centers are exclusively focused on workforce development, which is also a major emphasis in community colleges. The latter also provide degrees designed for transfer to a university. At TBR universities, the priorities are student preparation and research, with five of the six universities granting doctoral degrees.

**Tennessee Higher Education Commission (THEC)** The Tennessee Higher Education Commission was created in 1967 by the Tennessee General Assembly to achieve coordination and foster unity with regard to higher education. The Commission coordinates two systems of public higher education: the University of Tennessee institutions governed by the University Of Tennessee Board Of Trustees, and the state universities, community colleges, and technology centers governed by the Tennessee Board of Regents. There are currently nine public universities, 13 community colleges, and 27 technology centers in Tennessee that serve over 250,000 students collectively. Tennessee's independent institutions (non-profit and for-profit) bring statewide enrollment for fall 2012 to more than 400,000 students.



**Tennessee Colleges of Applied Technology (TCAT)** There are 27 Tennessee Colleges of Applied Technology across the state governed by the Tennessee Board of Regents. Through the Tennessee Colleges of Applied Technology Workforce Development mission, Tennessee residents are able to obtain the technical skills and professional training necessary for advancement in today's competitive job market. The network of Tennessee Colleges of Applied Technology is strategically located across the state to ensure that businesses and industries throughout Tennessee have access to a qualified workforce. The Tennessee Colleges of Applied Technology were formerly known as Tennessee Technology Centers (TTC).

**University of Tennessee System (UT)** The University of Tennessee is comprised of campuses at Knoxville, Chattanooga, and Martin, the Health Science Center at Memphis, and the statewide Institute of Agriculture and Institute for Public Service. The University of Tennessee System has a presence in each of Tennessee's 95 counties. Through the combined force of its education, research, and outreach, the University serves students, business and industry, schools, governments, organizations, and citizens throughout the state.



**Appendix B**

**Public Chapter 967**

**State of Tennessee  
PUBLIC CHAPTER NO. 967**

SENATE BILL NO. 2809

By Tracy, Marrero, Stewart, Crowe

Substituted for: House Bill No. 2613

By Harry Brooks, McCormick, Naifeh, Lois DeBerry, Fitzhugh, Montgomery, Powers, Dunn,  
Kevin Brooks, Hensley, Hardaway

AN ACT to amend Tennessee Code Annotated, Title 49, relative to dual credit articulation.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-15-102, is amended by adding the following language as a new, appropriately designated subdivision:

( ) "Office of postsecondary coordination and alignment" means the office of postsecondary coordination and alignment in the division of career and technical education in the Department of Education;

SECTION 2. Tennessee Code Annotated, Section 49-15-102(2), is amended by deleting the subdivision in its entirety and substituting instead the following:

(2) "Dual credit program" means a postsecondary course, taught in a high school by certified secondary instructors, the successful completion of which prepares a secondary student to sit for a postsecondary challenge examination, administered under the supervision of postsecondary faculty or a consortium approved certified secondary instructor. The student's score on the challenge examination shall be used by a postsecondary institution for evaluation to determine the granting of postsecondary credit towards a diploma or a certificate or an associate or baccalaureate degree.

SECTION 3. Tennessee Code Annotated, Section 49-15-103, is amended by deleting the section in its entirety and substituting instead the following:

(a) The chancellor of the board of regents or the chancellor's designee, the president of the University of Tennessee system or the president's designee, the executive director of the Tennessee Higher Education Commission or the executive director's designee, the executive director of the State Board of Education or the executive director's designee, and the Commissioner of Education or the commissioner's designee shall compose the consortium for cooperative innovative education.

(b) The consortium shall:



TENNESSEE DEPARTMENT OF

**EDUCATION**

FIRST TO THE TOP

(1) Develop and put into effect a program to align secondary and postsecondary courses;

(2) Develop and implement early postsecondary credit opportunities; and

(3) Create marketing channels to advise students of early postsecondary education opportunities. Early postsecondary education opportunities may include, but are not limited to, dual enrollment, dual credit, Advanced Placement (AP), College-Level Examination Program (CLEP) and International Baccalaureate opportunities.

(c) The chancellor of the board of regents and the president of the University of Tennessee system, or their designees, shall be co-chairs of the consortium.

(d) The consortium may create an advisory committee to assist the consortium by examining best practices in cooperative innovative education, suggesting options for promotion of opportunities for early college credit and advising the consortium on workforce needs. The advisory committee shall invite and encourage the Tennessee Chamber of SB 2809 Commerce and Industry, the Tennessee Business Roundtable and the Tennessee Independent College and Universities Association to participate in the advisory committee's activities.

(e) The consortium may establish and appoint committees and subcommittees to perform its tasks or to otherwise assist the consortium as it deems necessary. It is the prerogative of the chancellor and the president of the respective postsecondary governing boards to convene postsecondary faculty.

(f) The board of trustees of the University of Tennessee and the board of regents shall develop, amend or adopt relevant policies and guidelines to realize dual credit or dual enrollment for postsecondary institutions with the secondary schools of the state.

(g) The state board and the Department of Education shall develop, amend or adopt relevant policies and guidelines to realize dual credit or dual enrollment in the public high schools.

SECTION 4. Tennessee Code Annotated, Section 49-15-104, is amended by deleting the section in its entirety and substituting instead the following:

(a) By July 1, 2013, the consortium shall review existing dual credit pilot projects established under this chapter, determine the viability of those courses for statewide implementation and implement statewide those courses determined to be viable. Additionally, the consortium shall develop and implement statewide postsecondary courses, with accompanying challenge examinations, that reflect common learning outcomes established among the postsecondary institutions that have the course already in the individual institution's academic inventory. The initial statewide early postsecondary credit opportunities and their assessments shall be piloted on a statewide basis in the 2013-2014 school year in those high schools that choose to integrate the postsecondary curriculum into their secondary programs of study. In succeeding years additional early postsecondary credit opportunities, including dual enrollment, shall be developed as funds are made available for this purpose.

(b)(1) The consortium, in cooperation with the office of postsecondary coordination and alignment, shall develop a plan for the establishment of statewide early postsecondary credit opportunities through dual enrollment and dual credit, and for the other purposes of § 49-15-101. This plan shall not prevent an individual postsecondary institution from initiating dual credit or dual enrollment opportunities with individual high schools. Participating high schools and postsecondary institutions developing unique dual credit or dual enrollment opportunities shall notify students prior to such dual credit course being taught of the availability of transfer of the course.

(2) For the purpose of dual credit, the plan shall establish a process for the development of challenge examinations consistent with the most current "Standards for Educational and Psychological Testing" developed jointly by the American Educational Research Association, American Psychological Association and National Council on Measurement in Education and shall result in a statewide challenge examination program for designated postsecondary courses. Those dual credit courses identified within the plan that are part of the Tennessee transfer pathways shall be developed in alignment with the provisions of the Complete College Act of 2010 codified in § 49-7-202(e)(1) and (2).

(3) Dual enrollment opportunities under this plan shall demonstrate equivalent postsecondary course learning outcomes and equivalent faculty preparation in order for the course to be taught in the high school.

(4) The chancellor of the board of regents and the president of the University of Tennessee, or their designees, shall be responsible for the convocation of postsecondary faculty to develop statewide early postsecondary credit opportunities within the plan developed under this section.

(c) The office of postsecondary coordination and alignment shall:

(1) Make recommendations to the consortium for the development of specific early postsecondary credit opportunities. Each recommendation shall demonstrate how the opportunity is integrated within a secondary college-and-career pathway of study;

(2) Provide such funds as are necessary for the implementation of the plan of the consortium;

(3) Develop a secure database to maintain escrowed assessment scores resulting from dual credit course challenge examinations. Additionally, the office shall provide a process for furnishing postsecondary institutions access to a student's score, for the purpose of evaluating the score for possible postsecondary credit; and

(4) Make available to students, their parents, and other stakeholders, prior to students enrolling in an early postsecondary credit course, the requirements for receipt

of credit at each postsecondary institution and the transferability of credits among public postsecondary institutions.

(d) The State Board of Education, the board of regents and the board of trustees of the University of Tennessee shall have final approval of statewide early postsecondary credit initiatives relevant to their individual institutions.

(e) Funds appropriated prior to the effective date of this act to the State Board of Education to fund the consortium that are unexpended shall be transferred by the State Board of Education to the department to fund activities of the office of postsecondary coordination and alignment and the consortium under this chapter.

SECTION 5. Tennessee Code Annotated, Section 49-15-105(a), is amended by adding the following language as a new, appropriately designated subdivision:

( ) A public charter school;

SECTION 6. Tennessee Code Annotated, Section 49-15-105(b), is amended by deleting the subsection in its entirety and substituting instead the following:

(b )(1) Remediation of students may occur through cooperative agreements between postsecondary and secondary institutions.

(2) A community college may participate in the development of a cooperative innovative program under this chapter that is targeted to high school students who need remediation upon enrollment in an institution of higher education. If the community college successfully remediates a student in such program then the student, upon certification by the community college of the student's successful participation and upon admittance to the postsecondary institution, shall be deemed to need no further remediation.

(3) A technology center may participate in the development of a cooperative innovative program under this chapter that is targeted to high school students who may need remediation in technical math and reading upon enrollment in a technology center. If the remediation is successful, upon admittance to any technology center, the student shall be deemed to need no further remediation.

SECTION 7. Tennessee Code Annotated, Section 49-15-106(c), is amended by deleting the subsection in its entirety and substituting instead the following:

(c) A program of early postsecondary credit approved under this chapter shall operate under the terms of a written agreement signed by the executive director of the board of education, the commissioner of education, the chancellor of the board of regents, the president of the University of Tennessee and the executive director of the Tennessee Higher Education Commission. The agreement shall be reviewed on a periodic basis.

SECTION 8. Tennessee Code Annotated, Section 49-15-106(g), is amended by deleting the following language:

Except as provided in this chapter and under the terms of the agreement, a program may apply to the state board of education or the governing board of the applicant public postsecondary institution for a waiver of any law or rule that inhibits or hinders the program's ability to meet its goals. Neither the state board of education nor the governing board of the applicant public postsecondary institution shall waive regulatory or statutory requirements related to:

and by substituting instead the following:

Except as provided in this chapter and under the terms of the agreement, the State Board of Education or the postsecondary governing board may waive any law or rule that inhibits or hinders the participating institutions' and schools' abilities to meet the goals of this chapter. Neither the State Board of Education nor the postsecondary governing boards of postsecondary institutions shall waive regulatory or statutory requirements related to:

SECTION 9. Tennessee Code Annotated, Section 49-15-107, is amended by deleting the language "§ 49-15-1 03(a)" wherever it appears and substituting instead the language "§ 49-15-105(a)".

SECTION 10. Tennessee Code Annotated, Section 49-15-107(b), is amended by deleting the language "applicant".

SECTION 11. Tennessee Code Annotated, Section 49-15-108(b), is amended by deleting the language "The consortium shall report" and substituting instead the language "The consortium and its constituent members shall report" and by deleting the last sentence of the subsection in its entirety and substituting instead the following:

Included in the report shall be a report by the board of regents and the trustees of the University of Tennessee of the number of students who, under the process created in this chapter, enroll in public postsecondary institutions and receive early postsecondary credit and who are retained and graduate. Also included in the report shall be a report by the office of postsecondary coordination and alignment of the effectiveness of the secondary institutions in meeting the purposes of § 49-15-101, including participation numbers, graduation rates of the participants, and the number of students continuing into postsecondary education within one (1) year of graduation.

SECTION 12. Tennessee Code Annotated, Section 49-15-109, is amended by deleting the section in its entirety and substituting instead the following:

(a) To facilitate the creation of cooperative innovative high school programs and to provide a seamless transition process from secondary to postsecondary education, the consortium shall oversee the development of a statewide high school to postsecondary



agreement that shall build on aligned, secondary college-and-career technical pathways to specific postsecondary programs of study and shall include early postsecondary credit.

(b) The chancellor of the board of regents and the president of the University of Tennessee, or their designees, shall be responsible for the convocation of postsecondary faculty to develop common learning outcomes, develop statewide challenge examinations, conduct reliability and validation activities to assure the quality and fairness of the examinations, establish cut scores, and report student scores resulting from the examinations to the division of career and technical education in the Department of Education. Validation requirements for postsecondary credit through a dual credit course shall be determined by the postsecondary institutions and their respective governing boards.

(c) The office of postsecondary coordination and alignment, with the cooperation of the postsecondary institutions, shall make students aware of the requirements for receiving postsecondary credit for a dual credit course prior to the students' enrolling in the course.

(d) Each private postsecondary institution located in this state is encouraged to assess the statewide agreement produced by the consortium and determine which courses, if any, qualify for award of college credit at such institution. If a private institution determines that a course qualifies for award of college credit at such institution, the institution, in addition to any institutional publication made of this fact, may notify the Department of Education of the potential for award of college credit for such course at the institution in order that the department may disseminate the information to LEAs for notification of high school students.

SECTION 13. Tennessee Code Annotated, Section 49-15-110, is amended by deleting the language "shall be reimbursed" and substituting instead the language "may be reimbursed".

SECTION 14. Tennessee Code Annotated, Title 49, Chapter 15, is amended by adding the following language as a new section:

49-15-111.

(a) When the consortium approves a program under this part and the program successfully provides a dual credit class that is accepted by an institution of higher education in either the board of regents system or the University of Tennessee system, then any high school in the state may replicate the class. Dual credit for the class shall be granted by public institutions of higher education offering a major or program for which the class is designed upon a student's completion of the course and successful passage of the challenge examination with a score equal to or higher than the cut score.

(b) Any public institution of higher education may, at any time, request the consortium to review a dual credit course and its challenge examination, if the institution perceives the course or its assessment to possess deficiencies. A public higher education institution may also challenge the right of a high school to continue offering a dual credit course to the consortium should a perceived deficiency be demonstrated within the high school. The consortium shall



review the dual credit course, assessment or high school and may provide remedies to remove any deficiencies as it determines to be in the best interests of high schools or institutions of higher education, and their students.

(c) Notwithstanding any provision of this part to the contrary, the consortium shall not approve a program if the program in any way adversely affects the accreditation of an institution.

SECTION 15. Tennessee Code Annotated, Title 49, Chapter 7, Part 1, is amended by adding the following language as a new, appropriately designated section:

49-7-1 \_\_.

(a)(1) When the consortium approves a dual credit class that is accepted for credit by a four-year institution of higher education in either the board of regents system or the University of Tennessee system, then, upon approval by the State Board of Education of the class's curriculum standards, any high school in the state may replicate the class. Dual credit shall be granted to a student by a four-year institution offering a program for which the class is designed, if the student completes the course and successfully passes the challenge examination with a score equal to or higher than the cut score required by the institution.

(2) When the consortium approves a dual credit class that is accepted for credit by a two-year institution of higher education in the board of regents system, then, upon approval by the State Board of Education of the class's curriculum standards, any high school in the state may replicate the class. Dual credit shall be granted to a student by a two-year institution offering a program for which the class is designed, if the student completes the course and successfully passes the challenge examination with a score equal to or higher than the cut score required by the institution.

(3) When the consortium approves a dual credit class that is accepted for credit by a Tennessee technology center in the board of regents system, then, upon approval by the State Board of Education of the class's curriculum standards, any high school in the state may replicate the class. Dual credit shall be granted to a student by a Tennessee technology center offering a program for which the class is designed, if the student completes the course and successfully passes the challenge examination with a score equal to or higher than the cut score required by the institution.

(4) Prior to the consortium approving a dual credit class, the consortium shall direct its representatives from the University of Tennessee and the board of regents to consult with faculty members who teach at institutions in the major or program for which the class is designed as to whether the approval of the class would have any negative consequences on the accreditation of the institution or the program. The representatives shall report concerns of the faculty members to the consortium within a reasonable time frame as set by the consortium. The consortium shall consider the report in making its determination as to approval of classes and cut scores.

(5) Any dual credit class designed and approved by the consortium under this section shall include a postsecondary challenge examination. The successful passing of a postsecondary challenge examination, with a score equal to or higher than the cut score determined by a receiving higher education institution, is a requirement for the award of postsecondary credit.

(6) The governing board of the higher education institutions shall assign common numbers for the courses for which statewide challenge examinations are developed under Chapter 15 of this title.

(b) The high school at which the student takes the class shall record the completion of the class including the student's grade, the postsecondary challenge examination score and the course number assigned by the appropriate postsecondary governing board on the student's secondary transcript. Where common numbering of a course is indicated within the Tennessee transfer pathway that common number shall be used on the secondary transcript.

(c) Each higher education institution awarding the credit for a postsecondary class, based upon a challenge examination, may determine whether the class credit shall be accepted for credit toward a major or the requirements of a specific program or as an elective. A postsecondary institution may also set the cut score on the challenge examination results that is required for the award of credit in a major or a specific program or as an elective at the institution. Each higher education institution shall inform the consortium of its requirements for awarding dual credit in a major, a specific program or as an elective. The office of postsecondary coordination and alignment shall provide high schools offering the class with information specific to the acceptance of challenge examinations and of each postsecondary institution's requirement for the awarding of postsecondary credit within a major or as an elective. High schools shall disseminate the information to students taking the class.

(d) Any public institution of higher education may, at any time, request that the consortium review a dual credit class or a replicated class offered by a high school, if the institution perceives the class to possess deficiencies. The consortium shall review the class and work with the high school or high schools to alter the class to remove any deficiencies as the consortium determines to be in the best interests of strengthening the class. The consortium may also request that the class at a high school be withdrawn for the dual credit process until such deficiencies are corrected.

(e) Notwithstanding any provision of this part to the contrary, the consortium shall not approve an early postsecondary credit class if the class in any way affects the accreditation of the postsecondary institutions or their programs.

(f) The office of postsecondary coordination and alignment shall encourage LEAs throughout the state, including those in rural areas, to offer early postsecondary credit classes.

SECTION 16. This act shall take effect July 1, 2012, the public welfare requiring it.

## **Appendix C**

***Tenn. Code Ann. § 49-15-101***  
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\*\*\* Current through the 2012 Regular Session \*\*\*

Title 49 Education  
Chapter 15 Cooperative Innovative High School Programs

Tenn. Code Ann. § 49-15-101 (2013)

### **49-15-101. Purpose -- Requirements of programs.**

(a) The purpose of this chapter is to authorize public postsecondary institutions and LEAs to jointly establish cooperative innovative programs in high schools and public postsecondary institutions, including, but not limited to, universities, community colleges and technology centers, that will expand students' opportunities for educational success through high quality instructional programming. These cooperative innovative high school programs shall target:

(1) High school students who are at risk of dropping out of school before attaining a high school diploma; or

(2) High school students who would benefit from accelerated academic instruction.

(b) All cooperative innovative high school programs established under this chapter shall:

(1) Prepare students adequately for future learning in the workforce or in an institution of higher education;

(2) Expand students' educational opportunities within the public school system;

(3) Be centered on the core academic standards represented by the preparatory pathway as defined by the state board of education that will adequately prepare the student to enter postsecondary education or the workplace without academic remediation;

(4) Encourage the cooperative or shared use of resources, personnel and facilities between public schools and postsecondary institutions;

(5) Integrate and emphasize both academic and technical skills necessary for students to be successful

in a more demanding and changing workplace;

**(6)** Emphasize parental involvement and provide consistent counseling, advising and parent conferencing at the secondary level so that parents and students can make responsible decisions regarding course taking and can track the students' academic progress and success;

**(7)** Be held accountable for meeting measurable student achievement results as established by the state board of education, the University of Tennessee system, and the Tennessee board of regents;

**(8)** Encourage the use of different and innovative teaching methods;

**(9)** Establish joint institutional responsibility and accountability for support of students and their success;

**(10)** Effectively utilize existing funding sources for high school, college, university and career and technical programs and actively pursue new funding from other sources;

**(11)** Develop methods for early identification of potential participating students in the middle grades through high school; and

**(12)** Reduce the percentage of students needing remedial courses upon their initial entry from high school into a postsecondary institution.

**(c)** Programs developed under this chapter that target students who are at risk of dropping out of high school before attaining a high school diploma shall:

**(1)** Provide these students with the opportunity to graduate from high school possessing the core academic skills needed for postsecondary education and high-skilled employment;

**(2)** Enable students to complete a technical or academic program in a field that is in high demand and has high wages;

**(3)** Set and achieve goals that significantly reduce dropout rates and raise high school and college retention, certification and degree completion rates; and

**(4)** Enable students who complete these programs to pass employer exams, if applicable.

**(d)** Cooperative innovative high school programs that offer accelerated learning programs shall:

**(1)** Provide a flexible, customized program of instruction for students who would benefit from accelerated, higher level coursework or early graduation from high school;

**(2)** Enable students to obtain a high school diploma in less than four (4) years, to begin or complete an

associate degree program, to master a certificate or diploma in a career or technical program or to earn up to two (2) years of postsecondary credit; and

(3) Offer a college preparatory academic core and in-depth studies in a career or technical field that will lead to advanced programs or employment opportunities in engineering, health sciences or teaching.

(e) Cooperative innovative high school programs may include, but shall not be limited to, the creation of a school within a school, a technical high school or a high school or technical center located on the campus of a postsecondary institution.

(f) Students shall be eligible to attend these programs as early as the ninth grade.

**HISTORY:** Acts 2007, ch. 459, § 1.

#### **49-15-102. Chapter definitions.**

As used in this chapter, unless the context otherwise requires:

(1) "Consortium" means the consortium for cooperative innovative education created under § 49-15-103;

(2) "Dual credit program" means a postsecondary course, taught in a high school by certified secondary instructors, the successful completion of which prepares a secondary student to sit for a postsecondary challenge examination, administered under the supervision of postsecondary faculty or a consortium approved certified secondary instructor. The student's score on the challenge examination shall be used by a postsecondary institution for evaluation to determine the granting of postsecondary credit towards a diploma or a certificate or an associate or baccalaureate degree;

(3) "Dual enrollment program" means a program in which a secondary student is enrolled in a postsecondary course creditable toward high school completion and a postsecondary diploma or certificate or an associate or baccalaureate degree; and

(4) "Office of postsecondary coordination and alignment" means the office of postsecondary coordination and alignment in the division of career and technical education in the department of education.

**HISTORY:** Acts 2007, ch. 459, § 1; 2012, ch. 967, §§ 1, 2.

**49-15-103. Consortium for cooperative innovative education.**

(a) The chancellor of the board of regents or the chancellor's designee, the president of the University of Tennessee system or the president's designee, the executive director of the Tennessee higher education commission or the executive director's designee, the executive director of the state board of education or the executive director's designee, and the commissioner of education or the commissioner's designee shall compose the consortium for cooperative innovative education.

(b) The consortium shall:

(1) Develop and put into effect a program to align secondary and postsecondary courses;

(2) Develop and implement early postsecondary credit opportunities; and

(3) Create marketing channels to advise students of early postsecondary education opportunities. Early postsecondary education opportunities may include, but are not limited to, dual enrollment, dual credit, Advanced Placement (AP), College-Level Examination Program (CLEP) and International Baccalaureate opportunities.

(c) The chancellor of the board of regents and the president of the University of Tennessee system, or their designees, shall be co-chairs of the consortium.

(d) The consortium may create an advisory committee to assist the consortium by examining best practices in cooperative innovative education, suggesting options for promotion of opportunities for early college credit and advising the consortium on workforce needs. The advisory committee shall invite and encourage the Tennessee Chamber of Commerce and Industry, the Tennessee Business Roundtable and the Tennessee Independent College and Universities Association to participate in the advisory committee's activities.

(e) The consortium may establish and appoint committees and subcommittees to perform its tasks or to otherwise assist the consortium as it deems necessary. It is the prerogative of the chancellor and the president of the respective postsecondary governing boards to convene postsecondary faculty.

(f) The board of trustees of the University of Tennessee and the board of regents shall develop, amend or adopt relevant policies and guidelines to realize dual credit or dual enrollment for postsecondary institutions with the secondary schools of the state.

(g) The state board and the department of education shall develop, amend or adopt relevant policies and guidelines to realize dual credit or dual enrollment in the public high schools.

**HISTORY:** Acts 2007, ch. 459, § 1; 2012, ch. 967, § 3.

**49-15-104. Duties of consortium -- Development of plan for the establishment of statewide early postsecondary credit opportunities.**

(a) By July 1, 2013, the consortium shall review existing dual credit pilot projects established under this chapter, determine the viability of those courses for statewide implementation and implement statewide those courses determined to be viable. Additionally, the consortium shall develop and implement statewide postsecondary courses, with accompanying challenge examinations, that reflect common learning outcomes established among the postsecondary institutions that have the course already in the individual institution's academic inventory. The initial statewide early postsecondary credit opportunities and their assessments shall be piloted on a statewide basis in the 2013-2014 school year in those high schools that choose to integrate the postsecondary curriculum into their secondary programs of study. In succeeding years additional early postsecondary credit opportunities, including dual enrollment, shall be developed as funds are made available for this purpose.

(b) (1) The consortium, in cooperation with the office of postsecondary coordination and alignment, shall develop a plan for the establishment of statewide early postsecondary credit opportunities through dual enrollment and dual credit, and for the other purposes of § 49-15-101. This plan shall not prevent an individual postsecondary institution from initiating dual credit or dual enrollment opportunities with individual high schools. Participating high schools and postsecondary institutions developing unique dual credit or dual enrollment opportunities shall notify students prior to such dual credit course being taught of the availability of transfer of the course.

(2) For the purpose of dual credit, the plan shall establish a process for the development of challenge examinations consistent with the most current "Standards for Educational and Psychological Testing" developed jointly by the American Educational Research Association, American Psychological Association and National Council on Measurement in Education and shall result in a statewide challenge examination program for designated postsecondary courses. Those dual credit courses identified within the plan that are part of the Tennessee transfer pathways shall be developed in alignment with the Complete College Act of 2010, codified in § 49-7-202(e)(1) and (2).

(3) Dual enrollment opportunities under this plan shall demonstrate equivalent postsecondary course learning outcomes and equivalent faculty preparation in order for the course to be taught in the high school.

(4) The chancellor of the board of regents and the president of the University of Tennessee, or their designees, shall be responsible for the convocation of postsecondary faculty to develop statewide early postsecondary credit opportunities within the plan developed under this section.

(c) The office of postsecondary coordination and alignment shall:

(1) Make recommendations to the consortium for the development of specific early postsecondary credit opportunities. Each recommendation shall demonstrate how the opportunity is integrated within a secondary college-and-career pathway of study;

(2) Provide such funds as are necessary for the implementation of the plan of the consortium;

(3) Develop a secure database to maintain escrowed assessment scores resulting from dual credit course challenge examinations. Additionally, the office shall provide a process for furnishing postsecondary institutions



access to a student's score, for the purpose of evaluating the score for possible postsecondary credit; and

**(4)** Make available to students, their parents, and other stakeholders, prior to students enrolling in an early postsecondary credit course, the requirements for receipt of credit at each postsecondary institution and the transferability of credits among public postsecondary institutions.

**(d)** The state board of education, the board of regents and the board of trustees of the University of Tennessee shall have final approval of statewide early postsecondary credit initiatives relevant to their individual institutions.

**(e)** Funds appropriated prior to July 1, 2012, to the state board of education to fund the consortium that are unexpended shall be transferred by the state board of education to the department to fund activities of the office of postsecondary coordination and alignment and the consortium under this chapter.

**HISTORY:** Acts 2007, ch. 459, § 1; 2012, ch. 967, § 4.

#### **49-15-105. Participation by education partners.**

**(a)** Any or all of the following education partners may participate in the development of a cooperative innovative program under this chapter that is targeted to high school students who would benefit from accelerated academic instruction:

**(1)** A public postsecondary institution other than the applicant public postsecondary institution;

**(2)** A private college or university located in this state;

**(3)** A private business or organization;

**(4)** The county legislative body in the county in which the program is located; or

**(5)** A public charter school.

**(b) (1)** Remediation of students may occur through cooperative agreements between postsecondary and secondary institutions.

**(2)** A community college may participate in the development of a cooperative innovative program under this chapter that is targeted to high school students who need remediation upon enrollment in an institution of higher education. If the community college successfully remediates a student in such program then the student, upon certification by the community college of the student's successful participation and upon admittance to the postsecondary institution, shall be deemed to need no further remediation.

**(3)** A technology center may participate in the development of a cooperative innovative program under this



chapter that is targeted to high school students who may need remediation in technical math and reading upon enrollment in a technology center. If the remediation is successful, upon admittance to any technology center, the student shall be deemed to need no further remediation.

**HISTORY:** Acts 2007, ch. 459, § 1; 2012, ch. 967, §§ 5, 6.

**49-15-106. Dual enrollment and dual credit -- Accountabilities -- Operation.**

(a) A program approved under this chapter shall provide for the award of dual credit for a high school course; provided, that the student successfully completes the high school requirements for the course and the student meets all postsecondary standards for validation of the credit. A program may provide opportunities for dual enrollment.

(b) A program approved under this chapter shall be accountable to the state board of education and the governing board of the postsecondary institution and shall conform to the regulations and guidelines of any relevant accrediting bodies.

(c) A program of early postsecondary credit approved under this chapter shall operate under the terms of a written agreement signed by the executive director of the board of education, the commissioner of education, the chancellor of the board of regents, the president of the University of Tennessee and the executive director of the Tennessee higher education commission. The agreement shall be reviewed on a periodic basis.

(d) A program may be operated in a facility owned or leased by the LEA, the applicant public postsecondary institution or an education partner, if any.

(e) A program approved under this chapter shall comply with the laws and policies of the respective campus on which the program resides relating to the education of students with disabilities and shall comply with all statutes, regulations, policies and guidelines regarding student discipline.

(f) A program approved under this chapter may use state, federal and local funds allocated or appropriated to the LEA and to the applicant public postsecondary institution or its governing board to implement the program. If there is an education partner and if it is a public body, the program may use state, federal and local funds allocated or appropriated to that body. Use of funds shall be subject to any limitations or restrictions placed on those funds by federal or state law or local ordinance.

(g) Except as provided in this chapter and under the terms of the agreement, the state board of education or the postsecondary governing board may waive any law or rule that inhibits or hinders the participating institutions' and schools' abilities to meet the goals of this chapter. Neither the state board of education nor the postsecondary governing boards of postsecondary institutions shall waive regulatory or statutory requirements related to:

- (1) Federal and state civil rights;
- (2) Federal, state and local health and safety;
- (3) Federal and state public records;
- (4) Immunizations;
- (5) Possession of weapons on school grounds;
- (6) Background checks and fingerprinting of personnel;
- (7) Federal and state special education services;
- (8) Student due process;
- (9) Parental rights;
- (10) Federal and state student assessment and accountability; and
- (11) Open meetings.

(h) The LEA and the participating postsecondary institution shall determine for each course the length of time of instruction. Depending on the course and the institution that offers it, the length of time of instruction shall be that required for public schools or that required for the attainment of postsecondary learning outcomes.

**HISTORY:** Acts 2007, ch. 459, § 1; 2012, ch. 967, §§ 7, 8.

#### **49-15-107. Allocation of funds.**

**(a)** The local board of education shall allocate one hundred percent (100%) of state and local education funds to a program approved under this chapter on the per pupil expenditure of the LEA. The per pupil expenditure shall be based on the prior year average daily membership (ADM) of the LEA, unless the LEA receives an increased allocation under § 49-3-351(d), in which case the per pupil expenditure shall take into consideration the increase in the LEA's funding. All funds shall be spent according to the budget submitted in the program agreement or as otherwise revised by the LEA or applicant public postsecondary institution, subject to the requirements of state and federal law.

**(b)** The public postsecondary institution and its governing board may allocate state and federal funds for a program that is approved under this chapter.

**(c)** An education partner under § 49-15-105(a) that is a public body may allocate state, federal and local funds for a program that is approved under this chapter.

**(d)** If not an education partner under § 49-15-105(a), the county governing body in a county where a program is located may nevertheless appropriate funds to a program approved under this chapter.

**(e)** The LEA and the cooperating public postsecondary institution are strongly encouraged to seek funds from sources other than state, federal and local appropriations.

**(f)** If a program is funded through local, state or federal funds appropriated to an LEA, then no fee shall be charged by the LEA or a public postsecondary institution to any student participating in the program.

**HISTORY:** Acts 2007, ch. 459, § 1; 2012, ch. 967, §§ 9, 10.

#### **49-15-108. Evaluation of programs -- Reporting.**

**(a)** Success of a program shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate and baccalaureate degree completion, admission to four-year institutions, postgraduation employment in career or study-related fields, employer satisfaction of employees who participated in and graduated from the programs and other measures as the consortium finds appropriate. The consortium shall evaluate programs for success, shall establish best practices and lessons learned from successful programs and shall provide assistance to LEAs and postsecondary institutions seeking to implement a program by replicating or adapting a successful program designed elsewhere or through creation of a new program.

**(b)** The consortium and its constituent members shall report to the education committees of the senate and the house of representatives annually by February 15. The report shall include a description of each program and an evaluation of its success, if the evaluation can be made at the time of the report. Included in the report shall be a report by the board of regents and the trustees of the University of Tennessee of the number of students who, under the process created in this chapter, enroll in public postsecondary institutions and receive early postsecondary credit and who are retained and graduate. Also included in the report shall be a report by the office

of postsecondary coordination and alignment of the effectiveness of the secondary institutions in meeting the purposes of § 49-15-101, including participation numbers, graduation rates of the participants, and the number of students continuing into postsecondary education within one (1) year of graduation.

**HISTORY:** Acts 2007, ch. 459, § 1; 2012, ch. 967, § 11.

#### **49-15-109. Alignment of secondary and postsecondary programs -- Validation.**

**(a)** To facilitate the creation of cooperative innovative high school programs and to provide a seamless transition process from secondary to postsecondary education, the consortium shall oversee the development of a statewide high school to postsecondary agreement that shall build on aligned, secondary college-and-career technical pathways to specific postsecondary programs of study and shall include early postsecondary credit.

**(b)** The chancellor of the board of regents and the president of the University of Tennessee, or their designees, shall be responsible for the convocation of postsecondary faculty to develop common learning outcomes, develop statewide challenge examinations, conduct reliability and validation activities to assure the quality and fairness of the examinations, establish cut scores, and report student scores resulting from the examinations to the division of career and technical education in the department of education. Validation requirements for postsecondary credit through a dual credit course shall be determined by the postsecondary institutions and their respective governing boards.

**(c)** The office of postsecondary coordination and alignment, with the cooperation of the postsecondary institutions, shall make students aware of the requirements for receiving postsecondary credit for a dual credit course prior to the students' enrolling in the course.

**(d)** Each private postsecondary institution located in this state is encouraged to assess the statewide agreement produced by the consortium and determine which courses, if any, qualify for award of college credit at such institution. If a private institution determines that a course qualifies for award of college credit at such institution, the institution, in addition to any institutional publication made of this fact, may notify the department of education of the potential for award of college credit for such course at the institution in order that the department may disseminate the information to LEAs for notification of high school students.

**HISTORY:** Acts 2007, ch. 459, § 1; 2012, ch. 967, § 1

**49-15-110. Compensation of consortium members -- Assistance.**

Members of the consortium and any committees created by the consortium shall not receive compensation for serving on the consortium or its committees, but may be reimbursed for attendance at meetings in accordance with the comprehensive travel regulations promulgated by the commissioner of finance and administration and approved by the attorney general and reporter. All appropriate state agencies, the Tennessee board of regents and the University of Tennessee system shall provide assistance to the consortium and its committees.

**HISTORY:** Acts 2007, ch. 459, § 1; 2012, ch. 967, § 13.

**49-15-111. Dual credit courses.**

**(a)** When the consortium approves a program under this part and the program successfully provides a dual credit class that is accepted by an institution of higher education in either the board of regents system or the University of Tennessee system, then any high school in the state may replicate the class. Dual credit for the class shall be granted by public institutions of higher education offering a major or program for which the class is designed upon a student's completion of the course and successful passage of the challenge examination with a score equal to or higher than the cut score.

**(b)** Any public institution of higher education may, at any time, request the consortium to review a dual credit course and its challenge examination, if the institution perceives the course or its assessment to possess deficiencies. A public higher education institution may also challenge the right of a high school to continue offering a dual credit course to the consortium should a perceived deficiency be demonstrated within the high school. The consortium shall review the dual credit course, assessment or high school and may provide remedies to remove any deficiencies as it determines to be in the best interests of high schools or institutions of higher education, and their students.

**(c)** Notwithstanding this part to the contrary, the consortium shall not approve a program if the program in any way adversely affects the accreditation of an institution.

**HISTORY:** Acts 2012, ch. 967, § 14.



PASSED: April 27, 2012

SENATE BILL NO. 2809

RON RAMSEY,  
*SPEAKER OF THE SENATE*

BETH HARWELL, *SPEAKER*  
*HOUSE OF REPRESENTATIVES*

BILL HASLAM, *GOVERNOR*